

SYLLABUS
ADVANCED PLACEMENT EUROPEAN HISTORY

I. Curricular Overview

- A. A.P. European History is a survey course equivalent to the demands of an introductory college course. Students will study relevant factual knowledge from the Late Middle Ages – 1300 – to the present to highlight political, economic, social, and cultural developments during this time span.
- B. The course teaches students to analyze evidence and interpretations presented in historical scholarship by assigning reader response to the various scholarly articles found in each chapter.
- C. A.P. European history includes extensive and intensive instruction in analyses and interpretations of a wide variety of primary material, maps, statistical tables, works of art, and pictorial and graphic materials.
- D. The course provides students with frequent practice in writing analytical and interpretive essays, such as document-based questions, research and presentation of important persons, literary works, and political and philosophical ideologies.
- E. Each summer, the last three chapters of the text are assigned for reading, identification of important persons, ideas, and places; document analyses, and thematic essays for each chapter.

II. Course Objectives

- A. The intention of this course is to cultivate high level thinking and to develop skills needed for collegiate success, such as:
 - 1. Time management, organization, and study skills
 - 2. Critical reading of and response to primary and secondary sources
 - 3. Creating and assessing historical interpretations
 - 4. Developing fluid and focused essay writing and oral communication

5. Analyzing cause and effect relationships
6. Comparing institutions
7. Making historical analogies
8. Inductive and deductive reasoning in regards to test taking and essay writing

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III. Course Themes

A. Intellectual and Cultural History

1. Changes in religious thought and institutions
2. The secularization of learning and culture
3. Scientific and technological developments and their consequences
4. Major trends in literature and the arts
5. Intellectual and cultural developments and their relationship to social values and political events
6. Developments in social, economic, and political thought
7. Developments in literacy, education, and communication
8. The diffusion of new intellectual concepts among different social groups
9. Changes in elite and popular culture, such as the development of new attitudes toward religion, family, work, and ritual
10. The impact of global expansion on European culture

B. Political and Diplomatic History

1. The rise and functioning of the modern state in its various forms
2. Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence.
3. The evolution of political elites and the development of political parties and ideologies.

4. The extension and limitation of rights and liberties (personal, civic, economic, and Political); majority and minority political persecutions.
5. The growth and changing forms of nationalism
6. Forms of political protest, reform, and revolution
7. The relationship between domestic and foreign policies
8. Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
9. War and civil conflict: origins, developments, technology, and their consequences

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C. Social and Economic History

1. The character of and changes in agricultural production and organization
2. The role of urbanization in transforming cultural values and social relationships
3. The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
4. The influence of sanitation and health care practices on society: food supply, diet, famine, disease, and their impact.
5. The development of commercial practices, patterns of mass production and consumption, and their economic and social impact.
6. Changing definitions of and attitudes toward mainstream, and minority groups
7. The origins, development, and consequences of industrialization
8. Changes in the demographic structure of Europe: their causes and consequences
9. Gender roles and their influence on work, social structure family structure, and interest group formation

10. The growth of competition and interdependence in national and world markets.
11. Private and state roles in economic activity
12. The development of racial and ethnic group identities

III Course Texts and Readings

- A. *The Western Heritage, A. P. Edition.* Donald Kagan, Steven Ozment, and Frank Turner, Prentice Hall, 2007
- B. *AP Test Prep Series: A.P. European History, The Western Heritage, A. P. Edition,* Kagan, Ozment, and Turner, 2007, Prentice Hall
- C. *Documents Workbook, A.P. European History, The Western Heritage, A. P. Edition.* Kagan, Ozment, and Turner, 1007, Prentice Hall
- D. *Advanced Placement European History I: The Modern World: New Directions,* Augustine Caliguire, Jeanne Kish, Roberta Leach, Lawrence Ober, The Center for Learning, 2006
- E. *Advanced Placement European History 2: Westernizing the World, 1870 to the Present.* August Caliguire, Jeanne Kish, Patricia Komosinski, Roberta Leach, Lawrence Ober, The Center for Learning, 2006
- F. *Advanced Placement European History 3: Reviewing for the Examination,* Augustine Caliguire, Roberta Leach, Lawrence Ober, The Center for Learning, 2006.
- G. *Advanced Placement European History: Test Preparation,* Research and Education Association, Miles Campbell, Niles Holt, and William Walker, 2000.

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IV. Course Organization and Assessments

- A. Because there are twenty-three very long and complex chapters of the text, summer work is required. The last three chapters are assigned for summer reading with attendant Study Guide exercises, vocabulary, document analysis and essay assignments for each chapter, in order to have sufficient time for review in early April. The textbook provides practice in these areas by including Practice A.P. Tests, a Document Based Question, and a Free Response question for each chapter and is part of the chapter assignment.

- B. All students who enroll in the course must take the A. P. College Board exam in May in order to receive weighted school credit for the course. Those who do not wish to take the exam and have been excused from it for whatever reason, will receive regular credit.
- C. Exams are at the teacher's discretion, usually one every ten days, and are a combination of objective, and essay questions, as well as document analysis.
- D. Periodically, there are practice A. P. exams administered to the students to gauge growth, after a diagnostic exam is given to ascertain knowledge before instruction. The same diagnostic exam will be administered at the end of the year to quantify knowledge gained from assignments, instruction, and research.
- E. During each term, students are assigned to research various topics and to present them in written form to the teacher and orally to classmates with visual and/or audio complements; some of the topics are
 - 1. Renaissance artists, authors, and other luminaries
 - 2. Reformation celebrities
 - 3. Scientists of the Scientific Revolution
 - 4. Nationalism of the 1800s
 - 5. Philosophers
 - 6. Prominent European women
- F. Because it is district policy, all students are tested quarterly for information gained during the 9-week term, and those scores are shown in the grade report.

Chapter 1 – The West Before 1300

1. Early Humans and Their Culture
2. Early Civilization to about 1000 B.C.E.
3. The Greeks
4. Rome
5. Europe Enters the Middle Ages
6. Church and State in the High Middle Ages

Primary readings for students to respond to in writing or discussion are:

- “Plato on the Role of Women in His Utopian Republic”
- “Juvenal on Life in Rome”
- “Mark Describes the Resurrection of Jesus”

Chapter 2 – The Late Middle Ages

1. The Black Death
2. The Hundred Years’ War and the Rise of National Sentiment
3. Ecclesiastical Breakdown and Revival: The Late Medieval Church
4. Medieval Russia

Primary Readings for students to respond to in writing or discussion are

- “The Carolingian Manor”
- “The English Nobility Imposes Restraints on King John.”
- “Student Life at the University of Paris”
- “Boccaccio Describes the Ravages of the Black Death in Florence”
- “Dealing with Death”
- “Marsilius of Padua Denies Coercive Power to the Clergy”
- “The Chronicler Calls the Roll at the Council of Constance”

Chapter 10. Renaissance and Discovery

1. The Renaissance in Italy
2. Italy’s Political Decline: French Invasions
3. Revival of Monarchy in Northern Europe
4. The Northern Renaissance
5. Voyages of Discovery and the New Empires in the West and East

Primary Readings for students to respond to in writing or discussion are:

- “The Renaissance Garden”
- “Christine De Pisan Instructs Women on How to Handle Their Husbands”
- “Pico Della Mirandola States the Renaissance Image of Man”
- “Machiavelli Discusses the Most Important Trait for a Ruler”
- “A Defense of American Natives”

“Montaigne on ‘Cannibals’ in Foreign Lands”

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*Special Assignment – students will research and present the biographies of Renaissance artists, authors, or other luminaries orally to other students in the class and in written form to the teacher with audio and/or visual aids.

Chapter 11 – The Age of Reformation

1. Society and Religion
2. Martin Luther and German Reformation to 1525
3. The Reformation elsewhere
4. Political Consolidation of the Lutheran Reformation
5. The English Reformation
6. Catholic Reform and Counter-Reformation
7. The Social Significance of the Reformation in Western Europe
8. Family Life in Early Modern Europe
9. Literary Imagination in Transition

Primary Readings for students to respond to in writing or discussion are:

- “German Peasants Protest Rising Feudal Exactions”
- “Zwingli Lists the Errors of the Roman Church”
- “Ignatius of Loyola’s ‘Rules for Thinking with the ‘Church’”
- “A Child is Born: Welcoming the Newborn in Late Medieval Europe”

*Special Assignment – students will research and present the biographies of Reformation celebrities from the Protestant Reformation and the Counter-Reformation orally to other students in the class and in written form to the teacher with audio and/or visual aids.

Chapter 12 – The Age of Religious Wars

1. Renewed Religious Struggle
2. The French Wars of Religion
3. Imperial Spain and Philip II
4. England and Spain
5. The Thirty Years’ War

Primary Readings for students to respond to in writing or discussion are:

- “Theodore Beza Defends the Right to Resist Tyranny”
- “Henry IV Recognizes Huguenot Religious Freedom”
- “Going to the Theater”

“An Unknown Contemporary Describes Queen Elizabeth

Chapter 13 – European State Consolidation in the Seventeenth and Eighteenth Centuries

1. The Netherlands: Golden Age to Decline
2. Two Models of European Political Development
3. Constitutional Crisis and Settlement in Stuart England
4. Rise of Absolute Monarchy in France: The World of Louis XIV
5. Central Eastern Europe

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6. Russia Enters the European Political Arena
7. The Ottoman Empire

Primary readings for students to respond to either in writing or in discussion

- “King James I Defends Popular Recreation against the Puritans”
- “Early Controversy over Tobacco and Smoking”
- “John Milton Defends Freedom to Print Books”
- “Louis XIV Revokes the Edict of Nantes”
- “Louis XIV’s Sister-in-Law Grieves for Her Homeland”
- “The Great Elector Welcomes Protestant Refugees from France”
- “Peter The Great Tells His Son to Acquire Military Skills”

Chapter 14 – New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries

1. The Scientific Revolution
2. Philosophy responds to changing science
3. The new institutions of expanding natural knowledge
4. Women in the world of the Scientific Revolution
5. The new science and religious faith
6. Continuing superstition

Primary readings for students to respond to either in writing or in discussion

- “Copernicus Ascribes Movement to the Earth”
- “Descartes Explores the Promise of Science”
- “Margaret Cavendish questions the Fascination with Scientific Instruments”
- “Galileo Discusses the Relationship of Science to the Bible”
- “Why More Women Than Men Are Witches”

“Midwives”

*Special Assignment – Students will research and present the biographies and works of important scientists of the era orally to the class and in written form to the teacher with audio and/or visual aids.

Chapter 15 – Society and Economy under the Old Regime in the Eighteenth Century.

1. Major features of life in the Old Regime
2. The Aristocracy
3. The land and its tillers
4. Family structures and the family economy
5. The revolution in agriculture
6. The Industrial Revolution in the eighteenth century
7. The growth of cities
8. The Jewish Population: the age of the ghetto

Primary Readings for students to respond to in either writing or discussion

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“Rules Are Established for the Berlin Poor House”

“Turgot Describes French Landholding”

“Pricilla Wakefield Demands More Occupations for Women”

“Water, Washing, and Bathing”

“Belorussian Jews Petition Catherine The Great”

Chapter 16 – The Transatlantic Economy, Trade Wars and Colonial Rebellion

1. Periods of European overseas empires
2. Mercantile empires
3. The Spanish colonial system
4. Black African slavery, the plantation system, and the Atlantic economy
5. Mid-Eighteenth-Century wars
6. The American Revolution and Europe

Primary Readings for students to respond to in either writing or discussion

“Visitors Describe the Portobello Affair”

“Buccaneers Prowl the High Seas”

“Sugar Enters the Western Diet”

“A Slave Trader Describes the Atlantic Passage”

“Major Cartwright Calls for the Reform of Parliament”

“The Columbian Exchange: Disease, Animals, and Agriculture”

Chapter 17 – The Age of Enlightenment: Eighteenth-Century Thought

1. Formative influences on the Enlightenment
2. The Philosophes
3. The Enlightenment and religion
4. The Enlightenment and society
5. Political thought of the Philosophes
6. Women in the thought and practice of the Enlightenment
7. Rococo and Neoclassical styles in Eighteenth century art
8. Enlightened Absolutism

Primary Readings for students to respond to in either writing or discussion

“Coffeehouses and Enlightenment”

“Immanuel Kant Defines Enlightenment”

“Denis Diderot Condemns European Empires”

“Rousseau Argues for Separate Spheres for Men and Women”

“Mary Wollstonecraft Criticizes Rousseau’s View of Women”

“Maria Theresa and Joseph II of Austria Debate Toleration”

*Special Assignment – Students will research the biographies of the enlightened and not so enlightened rulers of this era and present them orally to the class and in written form to the teacher with audio and/or visual aids.

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Chapter 18. The French Revolution

1. The crisis of the French monarchy
2. The revolution of 1789
3. The reconstruction of France
4. The end of the monarchy: a second revolution
5. Europe at war with the Revolution
6. The reign of terror
7. The Thermidorian reaction

Primary readings for students to respond to in either writing or discussion

“The Third Estate of a French City Petitions the King”

“The National Assembly Decrees Civic Equality in France”

“The Metric System”

“The Revolutionary Government Forbids Workers’ Organizations”

“French Women Petition to Bear Arms”

“Burke Denounces the Extreme Measures of the French Revolution”
“The Paris Jacobin Club Alerts the Nations to Internal Enemies of the Revolution”
“The Convention Establishes the Worship of the Supreme Being”

Chapter 19. The Age of Napoleon and the Triumph of Romanticism

1. The Rise of Napoleon Bonaparte
2. The Consulate in France
3. Napoleon’s empire
4. European response to the empire
5. The Congress of Vienna and the European Settlement
6. Romantic literature
7. Romantic art
8. Religion of the Romantic period
9. Romantic views of Nationalism and History

Primary Readings for students to respond to either in writing or discussion

“Napoleon Makes Peace with the Papacy”
“Sailors and Canned Food”
“Napoleon Advises His Brother to Rule Constitutionally”
“A German Writer Describes the War of Liberation”
“Madame de Stael Describes the New Romantic Literature of Germany”
“Hegel Explains the Roll of Great Men in History”

*Special Assignment – Students will research and present the biographies and works of Romantic authors or Romantic artists orally to the class and in written form to the teacher with audio and/or visual aids.

Chapter 20. The Conservative Order and the Challenges of Reform

1. The challenges of nationalism and liberalism
2. Conservative governments: the domestic political order
3. The conservative international order
4. The wars of independence in Latin America

5. The conservative order shaken in Europe.

Primary readings for students to respond to in either writing or discussion

“Mazzini Defines Nationality”

“Benjamin Constant Discusses Modern Liberty”

“Metternich Discusses Sources of Political Unrest”

“Gymnastics and German Nationalism”

“Thomas Babington Macaulay Defends the Great Reform Bill”

Chapter 21. Economic Advance and Social Unrest

1. Toward an industrial society
2. The labor force
3. Family structures and the Industrial Revolution
4. Women in the early Industrial Revolution
5. Problems of crime and order
6. Classical economics
7. Early socialism
8. 1848: The year of revolution

Primary readings for students to respond to in either writing or discussion

“The Potato and the Great Hunger in Ireland”

“Women Industrial Workers Explain their Economic Situation”

“A Frenchwoman Writes to Her Father about Marriage”

“Karl Marx and Friedrich Engels Describe the Class Struggle”

“The Pan-Slavic Congress Calls for the Liberation of Slavs”

“The Abolition of Slavery in the Transatlantic Economy”

Chapter 22. The Age of the Nation-States

1. The Crimean War
2. Reforms in the Ottoman Empire
3. Italian unification
4. German unification
5. France: from liberal empire to the Third Republic
6. The Habsburg empire
7. Russia: emancipation and revolutionary stirrings
8. Great Britain: toward democracy

Primary readings for students to respond to in either writing or discussion

“Heinrich von Treitschke Demands the Annexation of Alsace and Lorraine”

“Lord Acton Condemns Nationalism”
“The People’s Will Issues a Revolutionary Manifesto”
“The Arrival of Penny Postage”
“Parnell Calls for Home Rule for Ireland”

Chapter 23 – The Building of European Supremacy: Society and Politics to World War I

1. Population trends and migration
2. The second industrial revolution
3. The Middle Classes in ascendancy
4. Late-Nineteenth-century urban life
5. Varieties of late-nineteenth-century women’s experiences
6. Jewish emancipation
7. Labor, socialism, and politics to World War I

Primary readings for students to respond to in either writing or discussion

“Paris Department Stores Expand their Business”
“Bicycles: Transportation, Freedom and Sport”
“A French Physician Describes a Slum in Lille”
“An English Feminist Defends the Female Franchise”
“Eduard Bernstein Criticizes Orthodox Marxism”
“Lenin Argues for the Necessity of a Secret and Elite Party of Professional Revolutionaries”

Chapter 24 – The Birth of Modern European Thought

1. The new reading public
2. Science at mid-century
3. Christianity and the Church under siege
4. Toward a twentieth-century frame of mind
5. Women and modern thought

Primary readings for students to respond to in either writing or discussion

“The Birth of Science Fiction”
“T. H. Huxley Criticizes Evolutionary Ethics”
“Alexis de Tocqueville Forecasts the Danger of Gobineau’s Racial

Thought

“H. S. Chamberlain Exalts the Role of Race”
“Virginia Woolf Urges Women to Write”

*Special Assignment – students will research and present the biographies of prominent modern European women orally to the class and in written form to the teacher with audio and/or visual aids.

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Chapter 25 – Imperialism, Alliances, and War

1. Expansion of European power and the New Imperialism
2. Emergence of the German empire and the alliance systems
3. World War I
4. The Russian Revolution
5. The end of World War I
6. The settlement at Paris

Primary readings for students to respond to in either writing or discussion

- “Social Darwinism and Imperialism”
- “Bismarck Explains his Foreign Policy”
- “The Kaiser’s Comments on the Outbreak of the World War”
- “The Outbreak of the Russian Revolution”
- “An Eyewitness Account of the Bolshevik’s Seizure of Power”
- “War Propaganda and the Movies: Charlie Chaplin”
- “Imperialism: Ancient and Modern”

Chapter 26 – Political Experiments of the 1920s

1. Political and economic factors after the Paris settlement
2. The Soviet experiment begins
3. The Fascist experiment in Italy
4. Joyless victory
5. Trials of the successor states in Eastern Europe
6. The Weimar Republic in Germany

Primary readings for students to respond to in either writing or discussion

- “Trotsky Urges the Use of Terror”
- “Alexandra Kollontai Demands a New Family Life in the Soviet Union”
- “Mussolini Heaps Contempt on Political Liberalism”
- “The Coming of the Radio: The BBC”
- “Hitler Denounces the Versailles Treaty”

Chapter 27 – Europe and the Great Depression of the 1930s

1. Toward the Great Depression
2. Confronting the Great Depression in the Democracies
3. Germany: The Nazi seizure of power
4. Italy: Fascist economics
5. Stalin's Soviet Union: central economic planning, collectivization and party purges

Primary readings for students to respond to in either writing or discussion

“John Maynard Keynes Calls for Government Investment to Create Employment”

“Cinema of the Political Left and Right”

“An American Diplomat Witnesses Kristallnacht in Leipzig”

“Hitler Rejects the Emancipation of Women”

“Stalin Calls for the Liquidation of the Kulaks as a Class”

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Chapter 28 – World War II

1. Again the road to war
2. World War II
3. Racism and the Holocaust
4. The domestic Fronts
5. Preparations for peace

Primary readings for students to respond to in either writing or discussion

“Hitler Describes His Goals in Foreign Policy”

“Churchill's Response to Munich”

“Rosie the Riveter and American Women in the War Effort”

“Mass Murder at Belsen”

Chapter 29 – The Cold War Era and the Emergence of a New Europe

1. The emergence of the Cold War
2. The Khrushchev Era in the Soviet Union
3. Later Cold War confrontation
4. The Brezhnev Era
5. Decolonization and the European retreat from Empire
6. The turmoil of French decolonization
7. The collapse of European communism
8. The collapse of Yugoslavia and Civil War
9. the rise of radical political Islamism
10. A transformed West

Primary readings for students to respond to in either writing or discussion

“Truman Doctrine Declared”

“Khrushchev Denounces the Crimes of Stalin: The Secret Speech”

“Gandhi Explains his Doctrine of Nonviolence”

“Rock Music and Political Protest”

“Gorbachev Proposes the Soviet Communist Party Abandon Its Monopoly of Power”

Chapter 30 – The West at the Dawn of the Twenty-First Century

1. The twentieth-century movement of people
2. Toward a welfare state society
3. New patterns in work and expectations of women
4. Transformation in knowledge and culture
5. Art since World War II
6. The Christian heritage
7. Late-twentieth-century technology: the arrival of the computer
8. The challenges of European unification

Primary readings for students to respond to in either writing or discussion

“Margaret Thatcher Asserts the Need for Individual Responsibility”

“Simone de Beauvoir Urges Economic Freedom for Women”

“Sartre Discusses his Existentialism”

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FINAL PROJECTS – Students will research and present in atlas form the history, geography, economy, politics, culture, and other items of interest of the 191 countries of the world. They will present their sixteen countries to the class orally and in written form to the teacher.

They will also study the ancient civilizations of Egypt, Rome, and Greece as well as the mythologies of each of those civilizations.

